

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to sharp the theoretical framework of this research, this chapter is devoted to review of some relevant theories and research. This chapter will discuss some issues namely sociolinguistics, code switching, the functions of code switching, the types of code switching, and code switching in language classroom.

2.1 Sociolinguistics

According to Yule (2010), the term sociolinguistic is generally used to investigate the correlation among language and community. Expressing a similar view, Wardhaugh (2006) confirms sociolinguistic is focused on analyzing the correlation among language and the situation in which it is used . Furthermore, Holmes (2013) argues that sociolinguistics is the study about how language used by people can be different in every situation that gives an evidence of the way language works. In addition, studying sociolinguistic can also be used to identity a group of people in a society throughout language they use to communicate.

Moreover, Fishman (in Nindwihapsari, 2003) describes sociolinguistics as an investigation about language variations, a characteristic of their purposes, and individuals' characteristics. Those 3 aspects are interrelated and exchange each other in a conversation. In addition, Deckert and Vickers (2011) explain that sociolinguistic investigates about the variation of languages used by people in relation to social context.

From the definitions above, the researcher can draw a conclusion that sociolinguistic is the study of language variations used as the way of social interaction related to its user in which it is used. To sum up, language and society are interrelated.

In the study of sociolinguistics, there are several varieties languages can be used to communicate such as register, jargon, dialect, colloquial, style, code mixing, code switching, and such. Nevertheless, this research only concentrates about code switching used in the classroom, specifically in teaching English as a foreign language to young learners.

2.2 Code Switching

According to Wardhaugh (2006), the term code is defined as a tool used to interact with others. When communicate, people may determine to select a certain code, such as style, register, dialect, and such. In other words, code refers to language or language varieties that people apply for communication. Besides, Bernstein (1971, cited in Andayani, 2014) states that code can be defined as signs such as, words and numbers that is used to communicate. To conclude, code is a language used by people to communicate with others.

Holmes (2013) argues that the selection of particular code is influenced by four factors, they are social distance (stranger-friend), social status (teacher-pupil), formality (wedding ceremony-lunchtime chat), and the goal of the interaction.

In teaching language, teachers intentionally shift the language to another one which is called by code switching. There have been various definitions by some

experts regarding the term code switching. In the first place, Sumarsih, et al., (2014) explain, code switching means a combination at least two or some languages in the form of word, phrase, sentence or paragraph. Heller (1988 a:1, in Nilep, 2006) describes code switching as the use of several languages in a conversation.

Another expert, Wardhaugh (2006) confirms, code switching is the process to select a certain language made by the conversant at whatever point they talk, besides, they also determine to shift from one language to another even mix the language within an utterance. Garcia (2009, as cited in Liwn and Silver, 2014) suggest, code switching is not type of language interference or confusion of individuals, but it is a resource of special competence of bilingual.

Regarding to the explanation above, it is clear that code switching defined as the process of using more than one language in a specific conversation.

2.1.1 Functions of Code Switching

There is no universal agreement on why people switch the codes. Sert (2005) mentions there are three functions of code switching in language learning classroom:

1. Topic switch

In topic switch, the alteration of language caused based on topic that is discussing in the conversation. It occurs usually in explaining certain grammatical, in which the teacher changes her/his language into native language. Regarding the explanation, the use of native language is helpful for transferring new knowledge.

2. Affective functions

In this case, affective function serves to express emotions. The teacher uses this function in order to create solidarity with the students. From this situation, both teacher and students can use code switching to create a supportive language environment in the classroom.

3. Repetitive function

This function happens when the teacher switches his/her language to native language in order to clarify the meaning, and also to emphasize the content of foreign language for efficient understanding.

Furthermore, Lee (2010, as cited in Othaman, 2015) identifies there are 8 functions of teacher switches the code. Code switching is used to; give instructions, check students' comprehension, give feedback to students, explain the differences of first and second language, explain new vocabularies, explain grammar, discuss assignments, engage students to be more confident and comfortable, quizzes and tests, and explain administrative information.

Another research found by Gumperz (1982, in Nilep, 2006; Chahayani, 2015; Sintianingtyas, 2017) classifies the functions of code switching into several points, as follows:

1. To quote somebody else

This function used to provide direct speech by showing the original language that is different from main narrative. For example, the teacher delivered a material of Javanese culture, the way people speak and their habit compared to another culture that was Batak:

*Berbeda dengan orang batak, kalau orang batak misalnya “**I don’t like you, I will ask you face to face**” Orang batak itu kalau misalnya tidak suka, menyampaikannya langsung terus terang.*

2. Addressee specification

This function used to ask attention to the speaker who is invited to participate in conversation, for instance:

*kemudian, next, ada ciri khasnya khusus, **do you know blankon?***

The above example shows, the teacher expect that the students will participate or answer the question.

3. Interjections

Code switching also functions as an interjection, when the people give an instruction or even ask other people to do something, for example:

*Try to open your book page 81,**ya**.*

4. Reiterations

People frequently repeat their utterance from one language to another in order to clarify what is said and emphasize the message . For instance:

- *Two right answers, means one, dua jawaban yang sama di hitung satu jawaban benar.*
- *What material did we learn yesterday, kemarin pembahasannya apa?*

5. Message qualification

This function used for limit the difference of two parts of discourse , the topic is presented in one language then described to another language. For example:

- *Kemudian untuk will ini, **anak kalimatnya apapun subjectnya whoever is the subject apapun subjectnya ini tetap will.***

- *If you finish with one paper you share or changing with your friend, **supaya kosa kata yang di dapat semakin banyak.***

6. Personalization or objectification

This function used to mark whether personalization or objectification, whether the statement represents individuals' opinion or knowledge, whether it refers to certain example or has an authority of general known fact.

- *Misalnya for example, If in the main clause is Verb-1 (V1), **jadi nanti kalau di induk kalimatnya itu V1 maka diikuti disini juga V1, will nya pasti diikuti V.***
- *and next if we want to talk about the culture, **budayanya mesti lebih lambat, but they still do all carefull, biasanya mereka kalau mengerjakan sesuatu mesti lebih teliti.***

Those examples are personalization or objectification, because the statement describes the teacher's knowledge and general facts.

2.1.2 Types of Code Switching

According to Chahayani (2015), code switching divided into two different parts namely contextual and grammatical. Contextual classification caused by the reasons why people switch the code. Meanwhile, grammatical classification is based on the appearance of switch in utterance.

There are two kinds of code switching based on contextual classification derived from sociolinguistics point of view based on Wardhaugh (2006), namely situational and metaphorical.

Situational code switching happens since there is a change of the situations that makes people switch from one language to another one. There is no topic change is involved. The alternation from one language used to another one may

be instantaneous, wherein a change represents a changed of social setting, such as an associated with ceremonial or religious functions.

Meanwhile, metaphorical code switching appears when language used need to be changed due to an alteration of the topic. This switching type is used to modify the situations such as informal to formal, personal to official, humorous to serious, and solidarity to politeness.

Furthermore, Poplack (1980, in Abdely and Heeti, 2016) classify regarding grammatical classification, code switching divided into 3 types , as follows:

1. Tag-switching or emblematic switching

This type involves an insertion of tag from language within an utterance in other language. The examples from English tags are: *you know, I mean, its okay, no way, well*, etc., (Romaine, 1995: 122, in Yletyinen, 2004). Tag can be filled and can be moved freely in any discourse without violating any grammatical rules . The examples of tag switching are given by Romaine (1995, in Yletyinen, 2004; Sintianingtyas, 2017) as follows:

- *se sininentalo, you know* (that blue house, you know).
- *the proceedings went smoothly, ba?* [Tagalog tag] means: the proceedings went smoothly, didn't they?'

2. Inter-sentential switching

Inter-sentential switching occurs on sentence boundary, in which each clause even sentence from one language and the next clause or sentence in another one. For example:

- *Amaa belakhare, he passed the exam* - Amaa belakhare means, but eventually (Resvani (2011, in Andayani, 2016).

- *Sano etta tulla tanna etta I am sick* - Tell them to come here that I am very sick (Stockwell, 2002, in Adriana, 2017).

Another example given by Romaine (1995: 122, in Sintianingtyas, 2017) as follows:

- *Sometimes I will start a sentence in English y terminó e n espanol.* (Sometimes I will start a sentence in English and finish it in Spanish).
- *I'm guilty in that sense, keziada si English I bolde fer ode nal eda h nde ke t hadi jeri z ban , na.*

3. Intra-sentential switching

Intra-sentential switching involves a lot of integration of words and phrases from other language in the middle of sentence within clause or sentence boundary. Here are the examples among Spanish-English bilinguals:

- | | |
|---|---|
| - ' <i>Estaba training para pelear</i> ' | He was training to fight. |
| - ' <i>Todos los Mexicanos were riled up</i> ' | All the Mexicans were riled up. |
| - ' <i>No van a bring it up in the meeting</i> ' | They are not going to bring it up in the meeting. |
| - ' <i>Some dudes, la onda is to fight y jambar</i> ' | Some dudes, the in thing is to fight and steal. |

Furthermore, Hymes (in Rahardi, 2010:24) divides code switching into two types, as follows:

1. Internal code switching

This type occurs in inter regional languages in a national language, inter dialect in a local language. For instance, Javanese switches into Bahasa Indonesia.

2. External code switching

This type happens between native language and foreign languages, for example code switching from English into Indonesian or Indonesian into English.

2.3 Code Switching in Foreign Language Classroom

There have been distinctions between foreign language learning and second language learning. Silver and Liwn (2014) define foreign language means learning a language in environments wherein that language is not commonly used outside the classroom. Meanwhile, second language refers to learning a language in environments where it is common outside the classroom but it is not the language of the students' home.

According to Sert (2005), the phenomenon of code switching widely occurs in teaching foreign language classroom. In Indonesia, for example, during an English lesson the teacher frequently start a lesson by using English and switches to the national language (Bahasa Indonesia) and back. In teaching English as a foreign language, teacher effectively uses code switching as a tool in a variety of language learning activities (Kasperczyk, 2005, as cited in Yücel, 2013).

Moreover, Bensen and Çavusoglu (2013) argue, code switching is a kind of strategy applied by the teachers in teaching and learning a second or foreign language. Some English teachers use code switching as a communicative strategy for students who have lack vocabulary sources (Bolander, 2008). Additionally, Modupeola (2013) explains that as strategy means, provide students an opportunities to interact and enhance students' understanding about foreign language.